

COUNCIL OF UNIVERSITIES QUESTIONNAIRE

## I 1.

The ways in which Sir George Williams University develops over the next five years will essentially be an extension of the ways in which the University now serves the community. This development will require the adaptation, improvement and, in a controlled manner, the expansion of its present programs. But it will be firmly based upon existing purposes and strengths.

One of the two English-language universities in Montreal, SGWU grew out of the educational activities of the Montreal YMCA, started close to a century ago. Its first degrees were awarded in 1936. In 1948 an Act of the Provincial Legislature granted a specific charter for Sir George Williams College, and another Act in 1959 formally changed the name to Sir George Williams University.

The fundamental service of the University is the provision of undergraduate education to students from a wide variety of backgrounds, predominantly Montrealers. However, in recent years, as we have acquired academic staff with the necessary qualifications, we have embarked on a stage-by-stage program of graduate course development. Today the majority of departments offer master's degrees; doctoral degrees are offered in Economics, History, Chemistry, Physics and Engineering.

Many of the present faculty are engaged in research or creative work, and the number and value of grants from outside sources have grown substantially. It is a principle of SGWU that research projects should be consonant with our educational goals and so contribute to the academic development of the University as a whole.

Another basic characteristic of SGWU is that it is both a day and an evening institution. We can fairly claim to be the leading Canadian university in the offering of evening credit programs and in the graduation of evening students. The same courses are given in both day and evening divisions, taught in many instances by the same professors, and no differentiation is made in day and evening-earned degrees. Also, graduate classes are scheduled in the late afternoon or evening to make them as widely available as possible. We are, we believe, thereby providing an important service to the community and the province.

It is a service for which demand has risen steadily in recent years. And SGWU has enabled - and enables - thousands of people to acquire a higher education that would otherwise be beyond their means. Looking to the future, we foresee the likelihood of intensified and more varied interest in continuing education, due in part to the insertion of the CEGEPs in the educational system. This will require an imaginative approach to our course offerings, as well perhaps as new flexibility in related administrative structures.

SGWU maintains an active program of summer courses. This consists of both regular evening classes for credit and special summer sessions, for which academic credits are also normally given. The latter divide into two categories. On the one hand, there are those concerned primarily with exposing students to stimulating experts

in a particular discipline, many of them scholars of international repute from outside the University. On the other, there are public service courses of particular interest to practising teachers, such as professional development courses run by our Department of Education and a program for teachers of English as a second language.

In 1970-1 we have 2,700 students enrolled in day collegial-level programs, 2,800 in day undergraduate programs, 8,400 in evening undergraduate programs, 3,200 as non-degree students attending evening courses, and 1,000 graduate student of whom 200 are enrolled full time. In 1970, 5,600 students were enrolled in summer courses. (Some of these figures reflect the transitional state of English-language higher education in Quebec. There will be a substantial increase in the number of undergraduate day students once the University completes its commitment to provide collegial-level instruction and the new undergraduate program is in full operation.)

The disciplines in which we now offer graduate programs result from the expressed needs of the community and from a Faculty recruitment policy designed to build departments capable of responding to such needs.

Certain examples point up the University policies in this regard. SGWU, for instance, has never felt it necessary to establish Faculties of Law and Medicine. We have, however, developed a strong Faculty of Engineering. Besides undergraduate and doctoral degrees, it offers a Master of Engineering in the evening division to presently practising engineers. Initially, the Engineering Faculty courses covered chemical as well as civil, electrical and mechanical engineering, but the chemical option was dropped when it became clear that there was not sufficient demand to justify the

duplication with McGill. The strong Department of Fine Arts represents another type of response to community demand. It has three related functions: to develop the student's understanding of art; to offer opportunities for creative self-development within a university education; and to train teachers of art. Meeting the last purpose, we also offer a Master of Arts in Art Education. A similar offering is the program leading to the degree of Master in Teaching Mathematics.

Two departments which are particularly active in graduate work and research are Economics and History. It is no accident that both these departments are closely associated with other Quebec universities in research-based institutes, which in turn offer stimulating opportunities to graduate students.

The Faculty of Commerce and Administration, which awards both an undergraduate degree and an MBA, responds to the needs of the business community. It offered its first four-year undergraduate program in 1934, and in line with changes in community needs, has developed from a department providing a general degree combined with some practical training into a carefully structured Faculty of acknowledged academic and professional merit.

Replying again to strong local interest, the Department of Religion had devoted particular attention to its programs in Judaic studies, both undergraduate and graduate.

Opportunities for graduate level teaching and for research have a marked influence on our ability to recruit and obtain qualified

faculty. The proportion of Ph.Ds on faculty has risen steadily in line with the possibilities for graduate teaching and research, and a number of scholars of international repute today find SGWU a challenging and worthwhile place to work. These men and women, who are valuable recruits to the Quebec educational system, stimulate the undergraduate programs; the quality of those programs would decline drastically without their contribution as teachers and planners.

SGWU is an English-language university. The large majority of our students have come through the English school systems of Greater Montreal, though day students will in future come mainly from the English CEGEPs. For some years at least, evening undergraduates will represent a much broader mixture of educational backgrounds. The proportion of French-speaking students is not known exactly; we believe it to lie between 5 and 10 per cent in the day division, rising to about 15 per cent in the evening.

With very few exceptions, courses are conducted in English. However, students may submit term or examination papers in French after consultation with their instructors. A growing number of both full and part-time faculty are bilingual. One of the appeals SGWU has had for teachers from outside the province has been the opportunity to live and work in a predominantly French city.

In principle, the basic teaching of French should, we believe, be the responsibility of the pre-university educational system. At present, however, many students arrive at the University still in need of quite elementary training in French, and we have made sure that all those who desire it can take French courses. Special attention is being given to the use of the language laboratory and related audio-visual methods: for instance, we have developed

a television-based course in elementary French for use in the University that is also transmitted over one of the city cable networks, and is being sold to other institutions.

So far as the broader implications of our French environment are concerned, we would quote from the brief which the University submitted to the Gendron Commission: "Comprehension, appreciation of our Quebec society and economy require more than linguistic competence. The student must come to know his community, and be sensitive to its changing nature and needs. Whether we are dealing with future economists, engineers, teachers, scientists or business-men we have to situate the disciplines they follow within the immediate environment."

SGWU has always been a downtown university, closely tied to the life of the city, attracting students from all parts of the metropolitan area, many of whom work downtown during the day. In fact, studies have shown that half our evening students work within walking distance of the University. We believe that our geographical location is essential for the effective performance of the services we render the community, whatever broader associations we may enter into in the future.

The heart of the University is the Henry F. Hall Building at 1455 de Maisonneuve Boulevard, W., opened in 1966 and unique in the diversity of academic facilities contained in a single structure. The other major building, the Norris Building at 1435 Drummond Street, was opened ten years earlier. It houses the Faculty of Commerce and Administration, the major part of the Library, and some administrative offices. Pressure on space in recent years has led to expansion into nearby commercial and formerly residential buildings. But the net space available per student -

102 sq. ft. - remains considerably below that of other Quebec universities. Comparable figures are 234 sq. ft. at Sherbrooke, 183 sq. ft. at Montreal and 156 sq. ft. at McGill. While we are now coping with the direct space needs of the academic programs, there is a serious lack of study areas and the implications for Library development give rise to real concern. In addition, the changing mix of both students and academic activity - the new post-CEGEP undergraduate program and the increase in graduate work - will create different space needs, for instance a greater demand for seminar rooms as opposed to classrooms. And the University has never had more than a token provision of recreational areas.

In keeping with this statement on our present nature and situation, SGWU would base its development during the next five years on the following considerations:

1. SGWU has a particular role within the Quebec university system. In many ways this is a role not being performed by any other university; in others, the overall demand of the student clientele inevitably requires a certain duplication of academic activity.
2. Specific projects must be related to the needs of the community - with proper consideration of both short-term and long-term implications. Care must be taken to avoid the disruption that results from stop-go decisions.
3. The University will accept its last collegial-level students in 1972 -73, and full-time enrolment appears likely to stabilize at about 15 per cent below the present figure, reflecting the general trend in English-language universities which derives primarily from the introduction of the CEGEPs. This forecast is based on the assumption that the University will continue to serve approximately

its present share of English-language students. Discussions now under way with Loyola College regarding the possible federation of the two institutions, leading to some reallocation of functions between them, may well affect the number of students on the SGWU campus in future years, and similarly the offering and development of programs. However, the plans and projections outlined in this document are based on the characteristics of SGWU as it now exists, ensuring its maintenance as a coherent and effective institution of higher education within the Quebec system.

4. There is an evident need in the interest of both academic quality and economic efficiency for much closer cooperation between all the Quebec universities, and we fully support the recent arrangements for the exchange of students between the Montreal universities. Universities should introduce new programs and activities only if they do not involve wasteful duplication and if cooperative endeavour is neither suitable nor feasible. But it must be recognized that each university has to provide certain core programs.

5. Beginning in the 1971-72 academic year SGWU will have a restructured undergraduate program requiring in general a higher level of student specialisation. Students in Arts or in Commerce and Administration must register for a major or an honours program. Students in Engineering will continue to register in one of three areas. Only in Science is a general degree maintained together with the major and honours programs. At the same time, a number of interdisciplinary programs have been introduced. The University thus seeks to provide students with a solid academic grounding in their chosen discipline, a grounding which will provide a satisfactory basis for further studies and also ensure that those who leave university on completion of their first degree are properly trained both in acquiring and in applying knowledge. Any changes or additions to programs will be



based on these two objectives. Further, the University will maintain and update the professional validity of its courses in such areas as Engineering, Commerce and Administration, and Applied Social Science, and will endeavour to ensure generally that, wherever the disciplines lend themselves to such development, basic enquiry and intellectual training are combined with direct exposure to the application of the discipline in the working community.

6. SGWU today has its academic strengths; these should be fostered within the limits dictated by the above considerations. Also, the academic viability of certain less developed departments must be protected and possibly improved to meet the needs of the new undergraduate program. In addition, attention has to be directed to the improvement of the present student/faculty ratio of 18/1, which reflects a substantial degree of collegial instruction and is quite unsatisfactory for a university providing only undergraduate and graduate programs.

7. The university must continue to provide degree education of comparable quality to both full-time and part-time students. However, to meet the growing needs of the community for continuing education, we foresee the establishment of a variety of courses, leading in many cases to specialised certificates or diplomas, as an aid to professional and personal development. These courses, which will be self-financing, may well be administered by a separate directorate for non-degree continuing education.

8. Graduate programs and research are essential components of the modern university, and are, in fact, services the community expects of a university. In addition, they assist the university to retain the qualified and interested faculty that is required for a progressive undergraduate program.

9. Our approach to the development of graduate programs is based on the concept that in a dynamic university the majority of departments should be engaged in graduate work. This does not mean creating large, all-embracing programs but is aimed at making full use of the expertise and abilities that the departments already possess. While encouraging a healthy rivalry between institutions, such programs should exist not as small, isolated pockets of endeavour but as integral parts of the overall system of higher education. Cooperation and institutional innovation should complement each other within that system.

10. Academic policies must take into account the need to prepare students for living and working in a predominantly French-speaking society, but with awareness of our membership of the international network of English-language universities and of the career requirements of our students as English-speaking persons.

11. So far as development is concerned, we plan to add a small number of specialised programs designed to meet particular needs of the community, for instance a Bachelor of Social Work and undergraduate and graduate programs in Computer Science. These will be partly based on the existing resources of the University. Most departments now offer Master's programs. A limited number of new Master's programs, reflecting the greater strength of certain departments, will be added, including specialised degrees in the teaching or application of a discipline. In addition, we plan a slight increase in our Ph.D. programs.

12. As is the case for other Quebec universities to a greater or lesser extent, the library collection at SGWU falls seriously below the accepted norms, a particularly significant problem as graduate and

research work develop. Our present collection of 320,630 volumes can be compared with a recommended collection of 404,260 according to the Clapp-Jordan formula for an equivalent number of students, or 752,250 volumes according to the 75-volume per student proposal of the Guide to Canadian University Library Standards.

A program for inter-university library cooperation is now well under way, but much still needs to be done. In particular, we would hope in due course to see a computerised Union Catalogue for all the holdings in the province, developed perhaps as part of a Canada-wide program. In this connection, we believe that a unified ordering system should be investigated, with the aim of ensuring the most efficient use of the money available for the development of the Quebec collections.

Our present library, which has in fact grown substantially in recent years, is operating on a scattered and therefore less than efficient basis. In addition, we lack carrels and reading rooms, as well as equipment for microfilm materials, and are unable to allow proper access to the stacks. These requirements will increase significantly in line with the developing academic functions of the University. We have therefore submitted to the Capital Budgets Committee a proposal for the construction of a new building primarily designed to house the library and its services. The University now owns most of the land on which such a building would be constructed.

12. Within our plans for increasing the flexibility of pedagogical methods in keeping with student needs and preferences, we plan to make increasing use of our television installations and other audio-visual equipment. The success of our efforts will depend in part on our ability to interest faculty in such a program. But, in addition, we need to expand the production and creative staff in our

Centre for Instructional Technology, now severely limited by budgetary restrictions. The work of such a Centre can serve a number of purposes or institutions outside the University, and we would welcome cooperative arrangements with other members of the educational system of the province.

13. The changing character of our student body, the increase in research activity, proposed undergraduate and graduate degrees in Computer Science, and new developments in university use of computers such as CAI, will increase our need for computer capability in both time requirement and capacity over the next few years.

Such increased capability can be provided most satisfactorily in the following ways:

- a) expansion of the present installation or its replacement with a larger machine to meet the needs of SGWU alone;
- b) expansion or replacement designed to meet the increased needs of both SGWU and some other English-language educational institutions;
- c) retention of the present installation combined with access to a larger co-operative system.

These possible lines of development should be the subject of further study in cooperation with other interested institutions.

## I.2 Optimum number of students desired:

- a. An "optimum" number suggests a choice based on certain given conditions - for example, availability of physical plant, availability of a faculty of a certain size and distribution, etc. In the present circumstances, in which English-language institutions are moving from a four-year post-secondary programme to a three-year post-CEGEP programme, a university traditionally dependent on a local clientèle must take into account the size and likely evolution of this clientèle. It is clear, from a study of current elementary and high school enrollments, that the English-language post-secondary clientèle in Quebec is stabilizing. A special inter-institutional committee, operating in the summer of 1970, has produced a set of projections of undergraduate enrollments in the English-language sector over the next ten years. These are based on a number of hypotheses as to retention rates and programme choices within a new and untested structure, so that any such projections, while using all available information, cannot fail to be tentative. It may well turn out, for example, that the greater degree of flexibility in the CEGEP/university continuum will result in better retention rates through reduction of the number of failures and drop-outs.

Over the next three years, the University will be phasing out its collegial programme. The 1974-5 academic year is expected to be the first in which there will be no collegial students and the switch to the new structure will be complete. We have consequently chosen 1974-5 as a model year for our forecast of institutional size.

- b. Hitherto, students at this University have been identified as "Day" or "Evening", these terms essentially designating, respectively, "full-time" and "part-time" students. It is quite conceivable that the Day/Evening distinction may no longer be appropriate in a changing society, and that these terms will disappear in favour of "full-time" and "part-time". For the moment, in talking of part-time students at the undergraduate level, we are still referring to our Evening Division. Here again, we are introducing the new post-CEGEP programme in the Evening Division in September 1971, but, on account of the slower rate of passage of part-time students, it will take at least two years for students currently in first year to move into the upper years of the system. Part-time students are, naturally, less directly tied to the production of the secondary system, since most of them are of mature age. Forecasts of part-time enrollment have been made on the basis of the current upper-year evening undergraduate enrollments. In addition to these part-time undergraduates, the facilities will continue to be used by a substantial number of students registered in various continuing education programmes, partial students, etc.

- c. At the graduate level, given the recent establishment of most existing programmes and the rapid growth which they have known, it is extremely difficult to predict growth over a ten-year period. Existing projections call for a general levelling-off in existing programmes by 1974-5, based on transfer of some existing resources from the collegial to upper levels and on a reasonable estimate of demand. It will be noted that almost all programmes have a heavy enrollment of part-time students, since our programmes are designed to cater to both full-time and part-time students. In fact, the master's programme in Engineering is designed exclusively for part-time students. We would emphasize, once again, that these forecasts are tentative, and, depending on unpredictable fluctuations of demand, enrollment may go beyond or fall below the figures given hereunder. A number of new programmes are planned, subject to approval of the Conseil, and tentative enrollment forecasts for these are included separately.
- d. In accordance with the above introductory material, we are forecasting for 1974-5 the following enrollments:

Full-time undergraduate	4150	( $\pm 10\%$ )
Part-time undergraduate	5600	
Full-time graduate	450	(plus 130 in projected new programmes)
Part-time graduate	825	(plus 130 in projected new programmes)

It should be noted that the above figures do not include continuing education, nor individuals registered in regular courses as partial students. In 1970-1, some 3,000 persons were registered as partial students.

It should also be noted that, for the purposes of this document, students taking a qualifying year prior to entry to graduate programmes are included with undergraduates.

- e. In Section II of the Brief, we are asked to give optimum enrollments for various sectors and sub-divisions. Given the transitional stage in which we find ourselves, and the general uncertainty as to the choices of programme likely to be made by CEGEP graduates, we do not feel in a position to quantify our statements under these headings. We have, however, established tentative breakdowns by Faculty for the forecast total enrollments listed in paragraph 'd' above. These are as follows, for 1974-5:

		<u>F/T (<math>\pm 10\%</math>)</u>	<u>P/T</u>
Undergraduate:	Arts	2400	3500
	Science	650	800
	Commerce	650	1050
	Engineering	450	250
(existing programmes)	Graduate: Arts	200	300
	Science	100	150
	Commerce	100	200
	Engineering	50	175
(possible new programmes)	Graduate: Arts	105	105
	Science	5	5
	Commerce	5	5
	Engineering (Computer Science)	15	15

- f. We would like to emphasize that while a head-count basis has been used in the above forecasts, we are finding it increasingly necessary, especially where part-time students are concerned, to use a student/course basis. Such a system has the advantage of indicating the real instructional output of a given department or faculty, especially where service rôles are performed. In the current Capital Budget submission, we have used the student/course as a basis, so that discrepancies will occur between the projections in that document and the forecasts contained in this document.

I 3.

The relations of a university with the community it serves result from a very large number of personal contacts and impressions. This is particularly true of an institution like SGWU which operates in the heart of a city, and has some 12,000 students attending on a part-time basis. The university and all those who work, teach and study there are continually visible to the community. Scarcely a day goes by without the media announcing, reporting or commenting on some activity of the University. SGWU welcomes this visibility, and has established a policy of holding its decision-making meetings open to the press.

So far as formal structure is concerned, the Board of Governors includes representation of the community, together with faculty, administrators, students and alumni. Outside members of the Board of Governors take part in the various Board committees, and obtain an intimate knowledge of the workings of the University. In addition, the Associates of Sir George Williams University, a self-administered organization of friends of the University founded this year, serves as a two-way channel of views and information about the University. The Alumni Association provides another input of interest and comment.

Students are members of the University; they are also members of the community at large. There is student representation on various committees and policy-making bodies from the department level up to the Board of Governors, including search committees for positions ranging from department chairman to Chancellor. In addition, students enjoy full freedom of comment on university matters, and maintain two weekly newspapers.

One particular aspect of student opinion calls for comment. Our large enrolment of part-time students is composed primarily of men



and women who are working in the community. Their views on such matters as course and program content can provide important practical guidance to those responsible for academic planning.

Members of the faculty and administration maintain a wide variety of contacts in the community. They are active in educational, professional and other organizations, often serving on governing or consultative bodies. As individuals they write and speak freely in line with the University policy that they do not thereby commit the University to the views they express. These contacts provide an important source of information about community regard for and criticism of the University, itself.

Another aspect of University-community relations which calls for special comment is the input provided by our rather large number of part-time instructors, many of them professional people. Their contribution has proved particularly valuable for the professional Faculties of Commerce and Administration and Engineering.

SGWU serves in various ways as a community centre. Our art galleries are open to the public, and hold important showings, primarily of Canadian art. The Conservatory of Cinematographic Art attracts a considerable public audience to its presentations. And many lectures, seminars and conferences, open to either the general public or a special public, are held at the University.

As current examples of specific community services we might cite the establishment of courses in Cooperation in both English and French in conjunction with the Conseil de la Coopération du Quebec and the Cooperative Union of Canada; the activities of the Centre for Human Relations and Community studies; the organization of the Montreal

Marketing Congress and of the first Canadian Conference on Applied Statistics.

There is, in fact, a continual interchange between the University and its people on the one hand, and the Montreal community on the other, both inside and outside the University buildings.

Looking to the future, we do not foresee any major change in the nature of the channels of communication governing our relations with the community. The community has the means whereby it can make known both its needs and views on how the University should operate and develop, and we endeavour to respond seriously to those needs and views.

## II. 1-3

SGWU has always operated under the sign of austerity and this has had specific practical effects upon the development of the University:

1. The student/faculty ratio - 18/1 for f.t.e. students/f.t.e. faculty - is high compared with, for instance, the approved ratio of 15/1 for the CEGEPs. This ratio covers collegial as well as undergraduate and graduate courses, and the elimination of the collegial level will bring a moderate reduction in student numbers, but we believe strongly that this development should be viewed as an opportunity to improve the student/faculty ratio and the quality of instruction that improvement will occasion. On the one hand, the University is engaged in the steady development of its graduate programs and research. On the other, we would wish to see a reduction in the average size of our undergraduate classes, particularly in view of the experience of students coming from the CEGEPs, where class sizes are now generally smaller than we have been able to offer. In fact, even our present ratio has been maintained only through what we believe is a disproportionate employment of part-time instructors - 300 compared with 345 full-time faculty. As we implement the new post-CEGEP university program, many of the courses that such instructors taught will disappear either because of changes in the level of instruction or because of a reduction in the number of sections required.

2. Our present departments have developed either to provide an essential core of study within the Faculties or, in a few instances, to meet particular community needs and interests. Thus, in Engineering we offer only three branches of study - Civil, Electrical and Mechanical. The Faculty of Commerce and Administration has been limited to the necessary departments for a viable Faculty: Management, Marketing, Finance, Accounting and Quantitative Methods. Science

contains the essential departments of Mathematics, Biology, Chemistry and Physics, and only the small Department of Geology is additional to this core. The Arts departments again, by and large, represent the basic needs of a coherent Faculty. Additions to that core are such departments as Fine Arts, Applied Social Science, Religion, Education and the Humanities of Science. Each of these departments represents our response to a declared community or student interest, where no other comparable academic services existed, or was designed as a meaningful contribution to the range of opportunities for higher education that we believe should be available to our student clientèle.

3. Within this general structure we have developed a number of departments of notable strength, but we have been forced to maintain other departments at a barely adequate level. In some cases the problems thus created should, we believe, be eased by increasing inter-university cooperation.

4. We have entered on a planned development of graduate programs, based on the availability of fully competent staff. In 1965 there were two graduate programs; there are now 21. Six additional programs are under consideration for 1972, and we would hope to add approximately ten more in the ensuing four years. No program is submitted to the DIGES-Council of Universities Program Committee for approval until it has been carefully vetted by the Board of Graduate Studies and University Council. Further, in September 1970 we entered upon a continuing review of existing graduate programs, carried out by internal committees assisted by specialist external consultants, which will submit each program to a detailed study every three to five years. A particular area of the committees' concern is the employment record of the graduates of these programs, and the results have so far been most satisfactory. It should be noted in this connection that the majority of our graduate students attend the

university on a part-time basis, while many full-time students are on leave of absence from regular jobs. Thus a major purpose of the programs is to assist those already employed to improve their qualifications and thereby their contribution to the community. Those programs that we intend to introduce in the years ahead are being developed with awareness of the need to maintain this characteristic as well as of the socio-economic relevance of the programs.

In the light of the above considerations, we do not advocate abolishing or seriously diminishing the scope of any of the departments or disciplines now provided by SGWU. On the other hand, taking into account the expected levels of enrolment in the next five years, we have held our proposals for development to a limited number of specific projects, involving in several cases only sections of departments that will otherwise be maintained at their present strength.

Two other matters appear to us to call for comment:

1. Notably in the Arts Faculty, but also to a lesser extent in Science, the traditional role of the English-language university is to form at the undergraduate level students with solid understanding of a particular discipline combined with a wider educational background, not specialists able immediately to take up a professional career. For instance, a major or even honours in Physics does not create a physicist, and this holds true equally for Sociology or Psychology. Whereas all students in the post-CEGEP program, except for a limited number in the Faculty of Science, will be required to take a major or honours, we have developed a rather wide range of interdisciplinary options. In addition, students in most disciplines are required to take a number of elective courses outside their area of specialisation.

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These are additional reasons for maintaining the viability of certain departments which may not, of themselves, be classified as centres of notable strength. On the other hand, we are able with the new post-CEGEP program to drop a number of courses belonging to the collegial level.

2. The coming academic year (1971-72) will be the first year in which we receive CEGEP and other collegial-level graduates into the new university program. There is therefore no solid basis or historical pattern on which to make projections of demand for various programs, or to assess the consequent impact on the number of faculty required. Further, we anticipate a relatively stable undergraduate enrolment over the next five years combined with a gradual increase in graduate students. In several instances, the development plans we propose can be handled by the present number of faculty with, possibly, a limited shifting of emphasis between departments. For these reasons, as well as those explained in the paragraph above, we have felt it would be unrealistic to attempt any statistical extrapolation from the proposed sectoral orientations that follow.

#### Proposals for Development and Stabilisation

In developing the proposals which follow we have made two assumptions:

1) the University will be enabled to maintain the existing strengths of all Faculties and departments, and adapt these, as required, to the changing needs of our student clientèle. In other words, our concept of stabilisation contains within it a reasonable allowance for flexibility, whether this is required by changes and development in enrolment, or by cooperative arrangements that may be made with other institutions; 2) there will be moderate support for development as manifested through the increase and improvement of faculty and the expansion of library, audio-visual and computer resources.

To put this approach in its proper perspective, we present initially the existing situation of the Faculties and departments. We believe this will provide a meaningful context for consideration of our specific development proposals.

### Faculty of Arts

#### Departments of notable strength:

Economics: The department offers both an M.A. and a Ph.D. degree. The programs emphasize study and research in Economic Theory, Economic Development and Planning, Quantitative Methods, Economics of the Public Sector, Economic History, and Labour Economics. At the undergraduate level the department offers honours in Economics for both Arts and Commerce and Administration students as well as an honours program with emphasis on Mathematical Economics. There are majors in Public Policy, Cooperative Economic Systems, Economics History, Development Economics, and Economic Analysis. Faculty members are active in research, notably through two joint centres: The International Institute for Quantitative Economics (IIQE) and the International Centre of Research and Information on Public and Cooperative Economy (CIRIEC). The department holds seminars on labour relations, and offers courses on the Theory and Practise of Cooperatives in both English and French. Through these various activities it has developed a number of important international connections.

Fine Arts: The department now offers a Master of Arts in Art Education, and is proposing to introduce a Master of Fine Arts in 1972. Undergraduate majors are offered in Art History, Art History and Studio Art, Art Education, Fine Arts, Graphic Design, Theatre Arts, and Visual Arts. There are also courses in Cinema and Music. In addition, a post-graduate one-year course leading to a diploma



in Art Education is offered. The department contributes in many ways to the cultural life of the city, notably through its exhibitions and art classes. Several members of the faculty are well-known practising artists. Others are involved in academic research, writing on art history, the preparation of school texts, and conducting an experimental program for nursery school teachers.

History: The department offers both an M.A. and a Ph.D. with specialisation in Canadian History, Modern European History, United States History, and Colonialism and Nationalism in Asia and Africa. At the undergraduate level it offers both an honours program and majors and joint majors. Members of the department are active in research, and have taken part in the founding of three joint research institutes: the Inter-University Centre for European Studies, the Centre d'Etude du Québec, and the Centre de Recherche en Histoire Economique du Canada français.

Psychology: The department offers two programs at the Master's level. One is in General-Experimental Psychology with an emphasis on research; the other is in Applied Psychology with an emphasis on research and applied techniques. Undergraduates in both Arts and Science can follow honours programs. The department also offers majors, joint honours and majors. A large number of the members of the department are active in research, receiving grants from such sources as the National Research Council and the National Medical Council. Several research projects have community significance, involving work with local hospitals, schools and homes for disturbed children.

#### Departments of Developing Strength:

Religion: The department offers two M.A. programs; in the History and Philosophy of Religion, and in Judaic Studies. At the undergraduate level honours programs are offered in Religion and Sociology, Philosophy

and Religion, History and Philosophy of Religion and History and Religion, as well as a major in Judaic Studies. Joint major programs are also offered. All members of the department are engaged in significant scholarly research; a number serve various community bodies as consultants on moral and religious education.

Sociology and Anthropology: The department proposes to introduce a Master's program in 1972. At the undergraduate level it offers a wide range of honours and major programs, with emphasis on the humanistic and theoretical aspects of the discipline. All members of the department are active in research, several of their projects receiving significant external support. Various community-oriented projects are being conducted in conjunction with social workers and citizens groups.

Departments of Present Adequacy:

Classics, Linguistics and Modern Languages: The department is concerned both with the teaching of a number of specific languages and their literature, and with the study of the principles underlying language itself. It offers major programs in German and Spanish, and as part of joint majors in Latin, Classical Greek, German, Modern Hebrew, Russian, Spanish and Linguistics. Service courses are offered in Arabic and Portuguese. In keeping with inter-university agreements, the Classics section has been limited to a service function.

Education: The Department of Education has deliberately limited its programs to areas that do not compete with the McGill Faculty of Education. Though comparatively small, it offers a good range of undergraduate electives as well as a major in Early Childhood Education. In cooperation with the Centre for Instructional Technology, it offers a Master's degree in Educational Technology with two areas of concentration:

research in and development of educational media; educational television and film. It proposes to introduce a Master's degree in Education Studies in 1972. The department is active in providing summer courses and other forms of continuing education to meet the needs of Quebec English-language teachers. Several members of the department are engaged in research projects of practical value to the province, and are receiving financial support from the province.

English: The department, which is the largest in the Faculty, offers an M.A. program, an honours undergraduate program, and shares in two joint honours programs with the Department of Religion, one with an historical emphasis, the other with a contemporary orientation, as well as with the Department of Philosophy. Majors and joint majors are also offered. The department operates a summer institute for Teachers of English as a Second Language. A considerable number of the faculty are engaged in creative work or on individual research projects.

Geography: The department offers undergraduate honours programs with emphasis on Physical Geography, Human Geography, or Economic Geography, as well as contributing to honours and major programs in Urban Studies. Several members of the department are publishing regularly or engaged in research projects.

Philosophy: The department is planning to introduce an M.A. program this coming year. It offers honours and major programs, as well as cooperating in several joint honours (Education, English, Religion and Sociology) and majors. Several members of the quite small department publish regularly or are engaged in research.

Departments Lacking Present Strength:

Applied Social Science: This department offers majors in Applied Social Science and Social Welfare. It also operates a Centre for

Human Relations and Community Studies, which provides a research, consultation and training service widely used through Canada. It is a small department which has concentrated its endeavours in order to achieve strength in a single area, and is at present unable to sustain a developed program over the full range of the discipline.

French: The department offers honours, majors and joint majors. It has been heavily engaged in providing elementary courses in French, and the demand for these courses is likely to shrink substantially with the elimination of collegial-level instruction. It contains, however, specialists in the teaching of French as a second language, and has developed a credit course using television, which is also transmitted over one of the city's cable television networks and is being sold to other institutions. We do not at present intend to develop this department beyond its undergraduate-instruction role.

Humanities of Science: A new department, the Humanities of Science offers courses that lead to an undergraduate major or joint major. One course is offered jointly by SGWU and McGill. The three full-time members of the department are actively publishing or involved in research projects. Any move to strengthen it will require additional personnel.

Political Science: The department offers undergraduate honours and majors, including a major in International Affairs, as well as cooperating in joint honours and major programs. Its strength is limited through lack of full-time faculty.

## Faculty of Science

### Department of notable strength:

Chemistry: The department offers both an M.Sc. and a Ph.D. as well as undergraduate honours and major programs, and a program in bio-chemistry. The department is particularly well provided with modern instrumentation which supports its research activities, notably in the fields of molecular structures and applied analysis. All members of the department are engaged in research, and financial support is being received from both industry and government. Cooperative research programs are being carried out with other universities and industry in Quebec and elsewhere in Canada in X-ray crystallography and mass spectrometry.

### Departments of Strength:

Biological Sciences: The department offers an M.Sc. in Biology as well as undergraduate honours and major programs in Biology and Zoology. Its areas of concentration are Ecology, Molecular Biology and Physiology, with particular strength, from both a teaching and research viewpoint, in the first of these. This area of strong concentration has proved to be of particular community and student interest. Several members of the department are receiving research grants from the government.

Mathematics: The department now offers a Master's Degree in Teaching Mathematics, which is unique, as well as undergraduate honours for both Arts and Science students and major programs, and honours programs in Mathematical Economics and Statistics. It proposes to introduce an M.Sc., and is actively engaged in the development of programs in Statistics, leading it may well be to a special diploma. The department has just organized with representatives of industry the First Canadian Conference in Applied Statistics.

Physics: The department offers both an M.Sc. and a Ph.D. in Physics as well as undergraduate honours and major programs. Its areas of concentration are Low Temperature Physics, Solid State Physics and Nuclear Physics at both the theoretical and experimental levels. Several members of the department are actively engaged in research, and receive grants from government.

Department of Present Adequacy:

Geology: This is a small department which at present offers only an undergraduate major. In view of the need in Quebec for geologists, we are aware of the desirability of offering an honours program, it may well be in conjunction with other institutions of higher education. Members of the department engage in summer field research for industry.

### Faculty of Engineering:

The Faculty, as noted above, has chosen to limit its activities to the three departments of Civil, Electrical and Mechanical Engineering. Departmental programs are offered in all three at the undergraduate level, as well as Faculty degrees of Master of Engineering and Doctor of Engineering. In addition, the Faculty is responsible for the teaching of courses in Computer Science.

Whether judged according to the programs offered or the research activity of most members of faculty, the Faculty of Engineering may be considered to possess notable strength.

The curricula of the three departments have been accredited by the Corporation of Engineers of Quebec and the Accreditation Board of the Canadian Council of Professional Engineers. Enrolments by department have now reached the average size for the larger Canadian universities.

The Master of Engineering program is an evening program open to practising engineers only. It now has an enrolment of 160 students, and offers them a choice of nine research areas, approximately three per department.

In developing a Doctorate of Engineering, the Faculty has consciously limited the number of research areas, three at present, in which students are admitted. In 1971-72 there are 24 doctoral students, and it is proposed to increase registration to a maximum of 50 by 1973-74.

The areas of faculty research are as follows: in Civil Engineering, structures and water resources; in Electrical Engineering, networks and systems, high frequency phenomena, and microelectronics; in Mechanical Engineering, fluid controls, mechanical systems and materials processing. In some of these areas we have established strong research

groups, having value both as such and for the opportunities they offer graduate students. In networks and systems we have one of the strongest concentrations of any university. Other fields of particular strength are fluid controls and structures, the latter including a sub-group working actively on panelized buildings. These various research projects have been--and are being--well supported by the National Research Council as well as by industry.



Faculty of Commerce and Administration:

The Faculty, which can be considered to possess notable strength in most of the departments that can provide its integrated program, offers an M.B.A. as well as an undergraduate degree.

According to a study completed last year by Professor von Zur-Muehlen for the Economic Council of Canada, SGWU enrolls the largest number of full-time and part-time undergraduate business students in Canada. The study, employing a questionnaire to teaching faculty in business schools across Canada, also ranked the undergraduate program of the University as fifth in quality among a total of 34 faculties and departments, and first in Quebec. (At the time the questionnaire was distributed, the MBA program had not yet graduated its first students.)

The Faculty is composed of the following departments: Management, Marketing, Finance, Quantitative Methods and Accounting. Each student, whether for the B.Comm. or the M.B.A., is first expected to acquire appropriate understanding of the basic disciplines, and must then major or take honours in one of these areas or another specialty.

Student demand is substantial, and the M.B.A. program has at present approximately 175 students. The enrolment of French-language students appears to be higher than in other areas in the University, particularly part-time students in both the undergraduate and graduate programs.

In the five years since 1966, when a separate Faculty was created and the program was entirely restructured, we have built up a strong staff with a good research and publishing record. We are aware, however, that we still rely rather too heavily on part-time instructors, important though their contribution is to a Faculty of this kind. Also, though more than half the members of the Marketing and Management departments have doctoral degrees, we feel a need to strengthen the Faculty further academically, notably through the addition of staff with doctoral degrees to the departments of Finance and Accounting, where the proportion cannot be considered satisfactory.

### Development Priorities

The proposals for development that follow are based on one or several of a number of criteria: projected increase in enrolment for a particular discipline or program; the support needed to enhance the quality of an already strong department; the establishment of new programs, both undergraduate and graduate, developing an existing potential, and answering student and community requirements; the strengthening of a department that does not effectively meet justifiable student demand.

We would, however, wish to point out that our programs at all levels are under continuing study with regard to both their intrinsic value and their adaptability to changing student and community needs. In addition, we are just entering into the new post-CEGEP university program. While the proposals that follow represent our best thinking at this time, we anticipate the possibility of new needs and concepts arising, and in particular we would like to be able to present new or revised projects after we have had direct experience of the post-CEGEP undergraduate program.

The present proposals are listed according to Faculties and in Faculty order of priority.

### Faculty of Arts

1. Introduction of those programs which have already been submitted to University Council. They are as follows:

Ph.D. in Humanities; Ph.D. in Religion; M.A. in Philosophy; M.A. in Sociology; M.A. in Educational Studies; Master of Fine Arts; Bachelor of Social Work (Department of Applied Social Science.)

2. Development of the following departments: Education - for its programs in Educational Technology and Early Childhood Education; History - for American History and, in general, library resources; Psychology - both Developmental and Applied.
3. Strengthening the Department of Political Science to better meet developing student needs and interest;
4. A number of other departments and programs are currently under review. These include the Department of French, the Department of Applied Social Science with regard to programs other than the Bachelor of Social Work, and the Theatre Arts and Cinema sections of the Department of Fine Arts. This review may well result in the assignment of development priorities to the departments and programs in question.

#### Faculty of Science:

1. Development of course offerings in Applied Statistics at the undergraduate level.
2. Inter-departmental development aimed at improving Faculty offerings in Biochemistry and Molecular Biology, leading to a combined honours program.
3. Introduction of an M.Sc. in Mathematics.
4. Further strengthening of the Chemistry Department in the field of Applied Chemical Analysis for research and graduate student development in response to the needs of industry.
5. Further strengthening of the Department of Biological Sciences towards developing a Ph.D. program, primarily in the area of Ecology.

#### Faculty of Engineering

1. Additions to Computer Science faculty to enable the University to offer a Bachelor's degree in 1972 and a Master's degree the following

year. There is strong demand for these programs; at present we have (            )  
course enrolments in Computer Science.

2. A moderate increase in faculty to improve the student/faculty ratio so that it is comparable with that of other Engineering Faculties in the province as well as to meet a projected 5 - 10 per cent annual increase in undergraduate enrolment and the expansion of the D. Eng. program. This should be accompanied by an increase in support staff to bring the ratio per faculty member closer to that in other Quebec universities.

3. Faculty contribution to a proposed program in Industrial Engineering as a cooperative undertaking with the Faculty of Commerce and Administration.

#### Faculty of Commerce and Administration

1. Proposed introduction of a Ph.D. program. This could start out as a joint limited venture with the Department of Economics, but should move in due course to a larger undertaking, possibly in conjunction with other SGWU departments or with other universities.

2. Proposed establishment of an Institute of Administrative Sciences, which would perform contractual applied research and bid for foundation grants. This would both be a valuable service to the community and assist in the development of faculty and graduate students.

3. Proposed establishment of three specialised programs, employing largely the existing resources of the Faculty, to offer courses in Hotel Administration, Hospital Administration, and Transportation Administration. In each instance, Montreal is an excellent centre for such activities, and there are good opportunities for cooperation with local industry and institutions.

4. Faculty contribution to a proposed program in Industrial Engineering in cooperation with the Faculty of Engineering.

#### II.4

Research has developed at SGWU as an intrinsic part of the planned advancement of academic quality. Our attitude to research has naturally had its implications for the hiring of faculty over a period when the University was growing quite rapidly. We started from the belief that the large majority of University Professors should be capable of meaningful research. While this does not mean blind acceptance of the "publish or perish" concept, it has meant that we sought people interested in fields of research that would enrich our academic activity. Parallel to this policy, as a rather young institution we have looked for, and acquired, faculty who were both able to meet new needs and were open to new ideas. They have markedly increased our research potential.

As a concrete measure of the development of this potential, we would note that the proportion of faculty members at SGWU with a doctorate increased from 32 per cent in 1966-67 to 48 per cent in 1969-70. The University thus rates third in the Province, or indeed second if the faculties of H.E.C. and Polytechnique, which offer programs parallel to ours, are combined with that of the Université de Montréal.

Four principles guide the development and encouragement of research and other creative work at SGWU. First, research projects must be consonant with the academic goals of the University; a university differs from an institution that is devoted solely to research in the multiplicity of its goals. Thus, such projects are normally interwoven with the educational activity of the University, and serve, directly or indirectly, to enhance the value of that activity. They assist in developing the intellectual experience and quality of students as well as faculty; they have the specific merit of advancing the education of the researchers in training at the University.

Our second purpose is to secure reasonable continuity of research areas and programs. We believe that this meets the interest of the University community through the protection it offers the student researcher. Equally it fosters the optimum employment of often costly scientific equipment and installations.

Thirdly, we strongly support the concept of joint or team research in areas or disciplines other than those where the advantages of individual work are clearly indicated, or where a team-approach would clearly be artificial. In Engineering, for instance, vigorous research

programs are carried out on a team basis; in English, on the other hand, the individual tends to devise and implement his own projects. We believe that in this way again we obtain the maximum value from the financial support provided, whether internal or external, particularly should it involve significant capital expenditure.

We would add that our concept of the team is not limited to SGWU, itself. We have taken, and will take, an active part in developing and supporting inter-university undertakings such as the International Institute for Quantitative Economics and the Inter-University Centre for European Studies.

Finally, research is not the only creative activity at a University. We have a number of writers and artists on faculty. They make an important contribution to the general culture. At the same time their creative activity is a source of inspiration, and indeed education, for the students in their disciplines. There is also an area in several disciplines where the creative merges into the critical or research-oriented, and the element of creativity has an important bearing on the value of the published work or other contribution that results. This then is another sphere of activity that, we believe, merits consistent support.



## II.5

Traditionally, this University has devoted a major part of its energies to providing educational opportunities for employed persons. To the extent that most of these students are normally older than those attending university on a full-time basis, it could be said that the University was, and is, engaged in adult education. In September 1970, of about 1600 students entering the Evening undergraduate program for the first time, some 40% were 25 or over and some 5% were 40 or over. For such students, the experience is quite literally "adult education". However, Evening undergraduate programs are essentially regular undergraduate programs offered after 6 p.m. or on Saturday mornings. The parallelism is a deliberate policy of the University, in that it makes it possible to award the same degree to full-time or part-time students, and, in fact, the diploma makes no mention of whether the student has attended Day or Evening classes. As it happens, many students attend both divisions at different times in their career.

The concept of "continuing education" as a life-long process - which is more accurately suggested by the French term "éducation permanente" - must surely take us beyond the offering of parallel programs in the evening. It will in fact be seen that our traditional practice has been "continuing education" for the individual, but the programs themselves have not been specially created for the clientèle. Since there is no indication that the demand for part-time degree work is likely to diminish significantly for the foreseeable future, the University intends to continue to offer such programs, although it may well be that the present designation of "day" and "evening" students will disappear in favour of a more flexible distinction, recognizing full-time and part-time students regardless of the hours at which they may take their courses. Such a move would be in keeping with the changing pattern of working hours.

In addition, the University is currently studying other directions in which it can move to meet new and changing needs. One of the principal aims of continuing education is to assist the individual to protect himself against the obsolescence of his original education or professional training. The needs in this regard may well be better met by smaller educational packages than the regular degree programs, for instance by specialised courses leading to certificates or diplomas. These could be offered at all university levels, appealing particularly to persons already holding a bachelor's or even a more advanced degree. In this connection we see an interesting precedent, albeit as a formal degree program, in our Master of Engineering, which requires that the student be employed full-time as an engineer. We see further possibilities in the area of professional development, where academics and professionals come together for the mutual advantage of both groups. In such programs we feel that we should not restrict ourselves to standard units of time like terms or semesters - in fact, short concentrated programs may prove to be one of the most appropriate formats; nor should we restrict ourselves to the University's physical facilities, for there are many ways in which the University can go to the students, whether by operating in suburban or outlying areas or on employers' premises, or through the use of television. In this connection we would draw attention to the French course which we are currently offering over Cable-TV in the Montreal area. We would also like to investigate the possibility of preparing programmed audio-visual packages.

It must not, of course, be thought that continuing education should be restricted to the vocational. In an age with the promise of rapidly-increasing leisure time, the University must be ready to meet cultural demands, just as it must offer opportunities to the citizen to keep abreast of developments in a rapidly-evolving society.

In moving into new areas we shall take into account the offerings of sister-institutions, many of which have been carrying on extension programs complementary to our degree offerings. We are none the less conscious that if we are to fulfill our rôle as an urban institution closely linked with the surrounding community, we must constantly be on the outlook for new needs - more than that, we must endeavour to anticipate them.

For many years SGWU offered a number of courses in Education. Five years ago a department was formally established under the chairmanship of a full professor, whose initial task was to develop proposals for the specific services to be provided by the University. Since then an effective department has been built up, composed of highly qualified and research-oriented staff. It has been a cardinal rule of the department not to duplicate the teacher-training programs available elsewhere, but to work in areas where a felt need was not being met.

The first programs created were aimed at the enrichment of those who had already received their basic teacher-training. Profiting from the existence of two well-developed areas in the University - The Centre for Instructional Technology and the Department of Fine Arts - the Department of Education collaborated in the offering of M.A. Programs in Educational Technology and in Art Education. In 1970-1, 90 students are enrolled in the Educational Technology program and 40 in the Art Education program, in each case over two-thirds of them being part-time students. <sup>Day</sup> summer sessions in Education have been offered for the past three years, with distinguished visiting faculty. In response to requests from local teachers affected by new classification requirements, special courses have been put on, both on and off campus.

Also designed for practising teachers, the Master's program in the Teaching of Mathematics provides well-trained personnel for high schools and CEGEPs. In the 1970-1 year 100 students enrolled in the program, almost all of them on a part-time basis. Individual courses exist for teachers of French and Chemistry. The English Department, since 1969, has offered a special summer Institute

for Teachers of English as a Second Language, recognized for professional credit by the Ministry of Education.

A proposal has been given internal approval for the creation of an M.A. in Educational Studies, which would have a flexible format, concentrating on Comparative Education, Philosophy of Education and Social Psychology of Education. More immediately, certain existing undergraduate courses are being re-grouped, in the context of the general reorganization of undergraduate programs brought about by the passage from a four-year to a three-year structure, to provide a B.A. with a Major in Early Childhood Education. It is hoped to use facilities offered by the Whiteside-Taylor Centre of the Quebec Council of Parent-Participation Pre-schools for this program.

Again in the area of Fine Arts, Ministry of Education certification has been granted for a diploma year to follow on the Bachelor of Fine Arts degree with a Major in Art Education.

The developments listed above are relatively recent. For many years, however, the existence of evening degree courses made it possible for teachers with limited professional and academic qualifications to complete undergraduate degrees in a wide range of disciplines. Several hundred such persons can be found in any given year registered as part-time undergraduates.

In general, it should be noted that a large number of Quebec English-language school teachers, and not a few of their French-language colleagues, are holders of SGWU degrees. And many more have benefited from our various programs to improve the quality of their teaching and enhance their professional status. Present enrolments in special courses, and discussions with the educational authorities, indicate an increasing requirement for our cooperation in this area.

## II 7.

Greater Montreal has always provided the very large majority of the students at SGWU, and the University has never made any particular effort to recruit its undergraduate students elsewhere. Foreign students have never constituted more than a small minority, and the interposition of the collegial level, involving an extra year of study for a bachelor's degree, has further reduced their number.

Now that Quebec universities recruit almost exclusively from the CEGEPs, our full-time undergraduate clientèle will be determined essentially by CEGEP enrolment and retention rates. It is our hope, however, that graduates of the French-language CEGEPs will attend English-language universities just as we hope that English-language graduates will attend French-language universities. We see definite benefits accruing to the students, the universities and the community from such a mingling of experience.

As far as academic standards are concerned, we have in the past applied a diversity of criteria. A certain flexibility in this regard is a long-established tradition of SGWU, and we have also felt that elements such as high school leaving examination results or university entrance tests are not in themselves sufficiently reliable indications of likely university performance. Many students who have entered SGWU with undistinguished high school records have subsequently done extremely well. In common with the other Quebec universities we have now undertaken to accept all students who have successfully completed a given CEGEP profile, and the problem of entrance standards assumes a new and different complexity. The solution depends on the extent to which cooperation between the universities and the CEGEPs can produce levels and standards of performance that will be satisfactory to all concerned. Clearly, the academic articulation between CEGEP and university cannot be determined unilaterally, and the establishment of effective coordination is therefore a matter of considerable urgency.

The normal entrance qualification for part-time students will now also be graduation from CEGEP. This interposition of the collegial level has created a gap in the system which in due course the CEGEPs may be expected to fill by developing programs that meet the needs of the more mature student who requires CEGEP graduation for entrance into a university program. SGWU, itself, has always had a policy of admitting older students to part-time studies conditionally even if they do not meet formal admission standards. On successful completion of a required number of courses they are regularly advanced to undergraduate status. In keeping with this tradition, beginning in September 1971 the University will establish a Mature Student Qualifying Program for students of 21 and older, to prepare them for entry to the new post-CEGEP undergraduate program. But it may well be that this program will ultimately be replaced by an equivalent CEGEP offering.

One characteristic of the SGWU admission policy is that there is a single admissions centre and process for all except graduate students. Students apply to the University, itself, and even though they may not find a place in the program of their first choice because of lack of qualifications or restrictions on space they will be considered immediately for other programs. In addition, the system allows the Admissions Office to limit operating costs, provide better control of admissions data, and deal more rapidly with bottle necks or other problem situations.

On the other hand, we have found that greater flexibility is desirable for graduate admissions, and this is left to the department concerned which sets its own standards in relation to the nature of the program offered. Requirements are, of course, fully publicised to potential students. Applications are processed, after departmental

approval, through the Graduate Studies Office. In general, most of our graduate students come from the Montreal area, but we accept qualified applicants from outside the province, seeing the advantage to both the University and the students, themselves, of an admixture of backgrounds at these levels.



## II 8.

A university must be continually concerned with both the maintenance of viable traditions and the search for innovation. A major focus of such concern is the evolution of teaching methods. Students today are particularly critical of courses based solely on the professorial lecture. In part, of course, this reflects financial considerations, and the consequent difficulties universities have faced in providing more flexible and more personal teaching for large numbers of students. But it also arises out of an approach to university pedagogy deep-rooted on this continent.

As we look to the future, we realize that the lecture is likely to remain a basic element in our pedagogy, yet one whose validity and relevance must always be assessed in relation to the particular course or program. Certainly, we plan to combine increasingly with it more personal methods such as seminars and tutorials, particularly as we move into the more intensive and intellectually demanding post-CEGEP undergraduate program. Our success in this endeavour will be strongly influenced by the resources we can devote to it, and this requires the careful allocation of resources between teaching and research, and between teaching and the other activities performed by members of faculty. Most important, too, will be the use we are able to make of associated aids to education, notably audio-visual material and installations, the library and the computer centre.

The SGWU Hall Building was designed for the extensive use of audio-visual equipment. This includes modern language laboratories accessible by telephone from outside the building. There is also a television studio and an audio-visual distribution network with appropriate classroom equipment serving both the Hall and the Norris Buildings.

Budgetary limitations have severely restricted the maintenance and replacement of equipment as well as the numbers of creative and productive staff in our Centre for Instructional Technology. However, traditional faculty attitudes have also played a part. And it must be borne in mind that audio-visual aids are rarely a means of saving money; rather, they make possible better and more flexible pedagogy, with instructors enabled to devote more time to personal work with their students.

Increasing effort, we believe, must be devoted to the search for pedagogical flexibility. We will have to provide more extensive training in use of the media, and must work towards a reorientation of faculty attitudes, so that, for instance, instructors are prepared to accept the centralized production of teaching materials, particularly for the larger classes of the early years of the undergraduate program.

Further, while such materials will be developed primarily for internal use, they should also increase our ability to provide external services through, for instance, the cable-television companies, and thus better serve community needs for continuing education. In addition, we would welcome cooperative undertakings with our sister universities in this field.

It is equally important that the University library be able to answer the growing and changing demands placed upon it. Use of the library is increasing more rapidly than student enrolment. This reflects the greater value of the collection, the efficiency of a well-qualified staff in satisfying student needs, and the move away from reliance on the professor's lecture as the sole source of necessary knowledge. But the physical facilities of the SGWU library are seriously inadequate. There is not enough space to allow the desirable amount of

student access to the stacks, or even to have the whole collection of 320,000 volumes reasonably available. The technical services recently moved to nearby rented quarters, but this, we believe, should be regarded only as a temporary arrangement, for it increases both operating costs and user inconvenience.

It can also be assumed that certain developments in the nature of the University will add to the demand for effective library services, notably the growth of graduate programs and enrolment and the extension of research. Here, clearly, much can be achieved through inter-university cooperation, and rising figures for interuniversity loans show that cooperation is well underway. We would hope to see much greater collaboration between the major libraries of the province, leading in due course to the establishment of a computerized Union Catalogue, perhaps as part of Canada-wide planning in this area.

Another requirement is for facilities that will permit easier access to the audio-visual collection. In many areas library service can be improved most economically by the acquisition of microfilm and microfiche materials, but these require adequate installations for storage and reading, and our library is seriously lacking in this regard. In addition, the library is increasingly becoming a depository for materials such as films and recording tapes.

It is clear that the need of students at all levels for greater opportunities for individual study is rising, study involving both the traditional and the newer types of library resources. It is most important that the University be enabled to respond adequately to this demand.

The change in the nature of student needs also indicates the line of desirable development for the computer centre namely provision

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of access for a larger and much more varied clientèle. Access to a computer is becoming an essential part of the education of students in a growing number of disciplines, and the introduction of computer assisted instruction must be provided for in the relatively new future. Our main machine, a CDC 3300, meets reasonably well our present requirements for research, administrative and other purposes, and also leaves a limited amount of time for outside contracts, but greater computer capability will soon become necessary.

In addition, there is clear need for an increase in the number of access terminals. The cost of terminals is now a limiting factor, but there is reason to believe that simpler and less expensive equipment will soon be available. We are also experimenting with the use of portable terminals which can operate over the telephone network; these, too, could add desirable flexibility.

## II 9.

SGWU is primarily an undergraduate teaching university, and this was in the past the determining factor with regard to the recruitment of faculty. However, in recent years the need to develop a coherent university in modern terms, reflecting the requirements of the community, has resulted in the payment of increasing attention to the potentiality for graduate work and research of new full-time faculty. (The nature of our approach to research, which bears on this aspect, is outlined in Section II 4.) It is significant that the proportion of our faculty with doctoral degrees has risen steadily, so that the University now stands third in the province.

The present faculty represent a very broad range of personal backgrounds and educational experience, reflecting the interest of highly qualified academic personnel in working in Montreal and particularly at a university with the community-oriented characteristics of SGWU. We have not felt it necessary to limit our recruitment of any particular national group either as a whole or in any particular discipline.

Our faculty development policies (perfectionnement) naturally include the encouragement of members of faculty to complete their doctoral studies. But in view of the proportion of our faculty now holding doctorates, this is not a priority requirement. Similarly, a number of faculty carry out post-doctoral work, or attend short specialized courses and seminars. In addition, we regard the undertaking of research projects as an important aspect of faculty development, and we endeavoured in the past, by using internal funds as "seed" money (recherche non subventionnée) to assist members of faculty to initiate research projects and develop them to the point where they would be likely to qualify for outside support. The recent restriction on such funds has created a serious problem.

The recruitment of part-time faculty is directly related to teaching requirements. We have been fortunate in attracting part-time instructors of generally high calibre, despite the relatively low salary scale, we have been in a position to pay them. Most are engaged to give basic early-year courses, but we have also benefited from the assistance of a number of eminent academic and other professionals who have markedly enriched the offerings of our departments.

## II 10.

The decision-making organization at Sir George Williams University follows the normal pattern for English-language universities, with departmental committees and Faculty Councils feeding into University Council, comprised predominantly of faculty, both ex officio and Faculty Council-appointed. It is the final authority in all matters pertaining to the academic program. The senior decision-making body of the University is the Board of Governors, on which sit the Principal and the two Vice-Principals, elected members of faculty and students, as well as representatives of the community and the alumni.

University Council, itself, has delegated certain responsibilities to the bodies which report to it - among others, the Board of Graduate Studies, the Committee on Academic Planning, Priorities and Budget, and the Committee on Honours Programs. The Councils of the four Faculties have their own sets of standing committees.

The administrative structure, itself, is a comparatively lean one, with only two Vice-Principals. The four Faculty deans and the Dean of Graduate Studies report to the Vice-Principal, Academic. The various services and administrative functions of the University are directed by officers reporting to either the Principal or one of the two Vice-Principals.

Like most universities, SGWU is well provided with committees. However, a special effort has been made to identify particular needs and problems and handle them on an ad hoc basis through the establishment of task forces with limited mandates, that are dissolved as soon as their particular purpose has been accomplished. The reports of such bodies are then directed to the appropriate decision-making authority

or council. We believe that this system has helped to improve our administrative processes. Task forces of this kind have been used to assess departments and prepare developmental plans, codify disciplinary and other regulations, and coordinate procedures for awarding scholarships, bursaries, etc.

There is student participation through the decision-making structure from the departmental level to the Board of Governors, as well as on many of the committees that derive from these bodies, or are set up by administrative officers. Yet there remains a problem in finding enough interested students to fill the places on the various bodies on which they have representation.

The students, themselves, have their own structure of representative government. Various departmental and Faculty associations in the day division as well as political, religious and other special interest bodies, are grouped under the umbrella of the Students' Association, whose officers are elected by the day students enrolled in collegial or undergraduate programs. There are also an Evening Students' Association and a Graduate Students' Association. One feature of this structure is the University Council on Student Life, formed of a majority of student members together with representatives of the Board of Governors, the faculty and the administration. It is directly concerned with the policies and budgets of the various student services, notably guidance and counselling, as well as health, athletics and the other services provided by the Dean of Students' office.

The introduction of the CEGEPs will raise the average age of our day students, and we also expect a comparative increase in graduate students. Concern with the nature and adequacy of student services, and even more with the nature and adequacy of the academic programs,



can be expected to increase. We would therefore anticipate greater student involvement in both these areas, with the main pressure for student participation occurring in the academic departments. Student service requirements are also likely to change, as new services, such as day care centres, become necessary, and different types of guidance are called for. (It might be noted here that SGWU has been a pioneer in student guidance and counselling, with the first counsellor appointed more than 40 years ago.)

A related question is the nature of disciplinary authority and procedures. For many years it was assumed that the administrators would manage the university in this as in other matters under the general policy direction of the Board of Governors and University Council. Two years ago the worldwide trend towards greater student responsibility in such matters, reinforced by the sequence of events that culminated in the destruction of the computer centre, decided this University to put into effect a code of student behaviour, featuring major student involvement in an intricate network of courts and appeal tribunals, based on a rather detailed definition of offences and penalties. It soon demonstrated serious weaknesses. An approach based on the listing of specific offences proved to be unrealistic. It was difficult to recruit the personnel for the many committees, courts and tribunals. And, finally, the students resented the fact that the code did not cover other members of the University community.

As a result, after extensive deliberation, we have now introduced a set of regulations covering the rights and responsibilities of all who study, teach and work at the University. Essentially, these clarify the fact that the responsibility of administrators for the services they operate includes the maintenance of discipline. However, this authority is balanced by the institution of an outside appeal tribunal in cases involving suspension, expulsion or dismissal, and by the establishment

of a University ombudsman office. It is also made clear that the new regulations do not replace the conditions of collective agreements, the regular grievance procedures or the tenure regulations.

## II. 11

Our forecasts for the next five years indicate a moderate reduction in and then a levelling off of full-time enrolment, despite a steady increase at the graduate level. We expect to maintain part-time enrolment at present levels at least, and to increase the University response to community needs for continuing education.

The financial implications of operation under these conditions are very different from those we have known during recent years of rapid growth in enrolment. According to the basic rationale of the university grant system, a university's budget has been allowed to grow proportionately to the increase in enrolments, after correction for the effects of inflation and rising salary levels. With these additional resources SGWU has been able to develop the quality of its academic activities as well as deal with the increase in students. But the rate of expenditure per student has remained extremely low.

During the next few years our activities will be concentrated increasingly at the undergraduate and graduate levels, as the collegial level is phased out of the English-language universities. Regrettably, the present approach to university grants does not provide for the added costs that this increased concentration at more advanced levels will involve. The situation is rendered more difficult by the tendency for the drop in collegial enrolment to proceed more rapidly than the increase in the combined undergraduate-graduate enrolment. As total enrolment falls over the next few years, the University will find itself in a three-way financial squeeze. First, many costs cannot be reduced proportionately to the fall in enrolment in the way that the present grant system expects, e.g. the costs of plant maintenance do not fall significantly as student numbers drop. Secondly, as the collegial level is phased out, students will be concentrated in the more expensive

programmes. Thirdly, the cost base from which the University enters this period is already low, because of the low cost level at which the University has always operated, and because this level has undergone further constriction during the austerity that has affected all universities in recent years. There is thus no margin with which to absorb the effects of a renewed financial squeeze.

We would hope that in the face of these circumstances, which are very different from those the universities of Quebec have known until recently, the university grant system will be reviewed and revised. We should like to see this period used to consolidate the accomplishments of the period of growth through which we have come, and to allow the University to strengthen the quality of its instruction, notably by improving the present unsatisfactory 18/1 ratio of full-time equivalent students to full-time equivalent faculty.

II 12.

The allowable operating expenditure for SGWU has always been extremely low when presented in terms of expenditure per full-time equivalent student; even in terms of expenditure per full-time student the level has been well below that accepted for other Quebec universities. Consequently, we have been accustomed to hold all elements in our budget, academic and administrative, at austerity levels. In the past year we have made whatever savings were possible, but, since we were never in a position to establish or maintain the more costly university-related activities, we have not been able to trim our operating budget through their elimination. We therefore find ourselves unable to propose any major new measures to reduce our operating expenditures. On the other hand, we are endeavouring to develop new forms of part-time and continuing education that will both provide additional sources of revenue and broaden the educational services that the University offers to the community.

## II.13-14

It has seemed to us logical to combine our answers to these two questions since the kind of development presented in Section II 1-3 is by and large designed to improve the quality of departments while simultaneously extending their range of academic activity. We do not, in fact, propose at this time that the University enter into any activity where we do not now have a teaching or research involvement, apart from two partial exceptions. These are the field of Industrial Engineering, which can be classified as a natural extension of existing programs, and the special programs in Hotel Administration, Hospital Administration, and Transportation Administration, which would be staffed by present faculty in cooperation with local industry and institutions.

It should be noted that the proposed Ph.D. in Humanities would draw on existing staff in a number of disciplines. However, the introduction of specific degrees in Computer Science, with the related establishment of Computer Science as a separate department, would require a certain increase in full-time faculty.

We would also emphasize one other important requirement

for the effective development of the University in the years ahead, namely the adequate financing of support services, as referred to in Section II 8. First, we believe that special attention should be paid to the coordinated expansion of Library resources throughout the Province. In addition, at SGWU we need a major improvement in Library facilities if students are to be enabled to make full use of even the existing collection. Secondly, we would wish to devote greater resources to maintaining and employing the audio-visual installations operated by our Centre for Instructional Technology, a source of valuable services for both the University and the community.

Finally, we foresee a need to expand our Computer capability, and believe that the study of this requirement, having implications which reach beyond our own University, as we stated in II.8, should receive priority attention.

### III

We agree that these orientations should be brought up to date at regular intervals. As we have indicated in Section II 1-3, particularly in the present early stages of the new post-CEGEP undergraduate programs, the rather frequent review of priorities in the English-language Universities appears to us desirable. This is an important exercise both for the individual institution and for the English-language sector as a whole. In addition, as we have noted in Section I.1, discussions about the possibilities of a joint future are under way between SGWU and Loyola, and any concrete plans that result could have important implications for our development and priorities. Looking to the longer term, we consider that for this review of priorities to yield the maximum benefit, it should be carried out in conjunction with a parallel review of operating budgets and grants. In other words, the financial picture should be appraised together with the Universities' presentations of what they have accomplished and propose to accomplish, and budgetary planning be a direct consequence of this operation. A three-year cycle would seem to us indicated in both instances.